

Textbook Alignment to the Utah Core – First Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes X No*

Name of Company and Individual Conducting Alignment: Six Things

X On record with the USOE.

X The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Grade 1 Language Arts Core Curriculum

Title: Literacy By Design Comprehensive Teacher’s Guide and Small Group Teacher’s Guide for Grade 1 **ISBN#:** 14189-29859

Publisher: Rigby, A Harcourt Education Imprint

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 100 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 60 %

STANDARD I: Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: <u>16</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: Develop language through listening and speaking.				
a.	Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).	<u>Whole Group Teacher’s Guide</u> Pg(s): 9, 14, 26, 46, 58, 62, 75, 86, 92, 96, 107, 112, 124, 128, 146, 162.	<u>Whole Class Chart Volume 1</u> Pg(s): 2, 11, 20, 25, 29, 38, 47, 56, 65	

		175, 178, 190, 194, 207, 212, 218, 224, 228, 244, 256, 260, 263, 273, 278, 290, 294, 297, 305, 310, 322, 326, 344, 356, 360, 371, 376, 382, 388, 392, 405, 410, 414, 416, 422, 426, 437, 442, 452, 454, 458, 461, 471, 476, 488, 492, 503, 508, 520, 524	<u>Whole Class Chart Volume 2</u> Pg(s): 74, 83, 92, 101, 110, 119, 128, 137	
b.	Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question).	<u>Small Group Teacher's Guide</u> Pg(s): 3, 5, 7, 8, 10, 13, 15, 18, 20, 23, 25, 28, 30, 32, 33, 35, 37, 38, 40, 42, 43, 45, 47, 48, 50, 52, 53, 54, 55, 57, 58, 60, 63, 64, 65, 68, 70, 73, 75, 78, 80, 83, 85, 88, 90, 93, 95, 98, 100, 103, 105, 108, 110, 113, 115, 118, 120, 123, 125, 128, 129, 130, 133, 135, 138, 140, 143, 145, 148, 150, 153, 155, 158, 160, 163, 165, 168, 170, 173, 175, 178, 180, 183, 185, 188, 190, 193, 195, 198, 200, 203, 205, 208, 210, 213, 215, 218, 220, 223, 225, 228, 230, 233, 235, 238, 240, 243, 245, 248, 250, 253, 255, 258, 260, 263, 265, 268, 270, 273, 275, 278, 280, 283, 285, 287, 290, 293, 295, 298, 300, 303, 305, 308, 310, 313, 315, 318, 320 <u>Whole Group Teacher's Guide</u> Pg(s): 8, 14, 18, 20, 25, 28, 29, 30, 33, 40, 46, 51, 56, 57, 62, 65, 74, 75, 80, 81, 85, 86, 87, 93, 94, 96, 99, 106, 107, 117, 122, 124, 126, 127, 131, 140, 141, 156, 160, 165, 172, 173, 182, 188, 192, 197, 206, 207, 217, 222, 223, 226, 228, 230, 231, 238, 249, 250, 254, 258, 259, 260, 261, 263, 272, 273, 281, 283, 288, 297, 304, 305, 320, 324, 326, 329, 338, 339, 354, 358, 363, 370, 371, 381, 386, 387, 390, 391, 395, 404, 405, 411, 415, 416, 420, 421, 424, 429, 436, 447, 453, 456, 458, 461, 470, 471, 476, 480, 481, 482, 483, 486, 487, 488, 490, 492, 495, 502,		

		503, 509, 513, 518, 519, 522, 527		
c.	Speak clearly and audibly with expression in communicating ideas.	<p><u>Small Group Teacher's Guide</u> Pg(s): 3, 5, 7, 8, 10, 13, 15, 18, 20, 23, 25, 28, 30, 33, 35, 38, 40, 43, 45, 47, 48, 50, 53, 55, 58, 60, 63, 65, 68, 70, 73, 75, 78, 80, 83, 85, 88, 90, 93, 95, 98, 100, 103, 105, 108, 110, 113, 115, 118, 120, 123, 125, 128, 129, 130, 133, 135, 138, 140, 143, 145, 148, 150, 153, 155, 158, 160, 163, 165, 168, 170, 173, 175, 178, 180, 183, 185, 188, 190, 193, 195, 198, 200, 203, 205, 208, 210, 213, 215, 218, 220, 223, 225, 228, 230, 233, 235, 238, 240, 243, 245, 248, 250, 253, 255, 258, 260, 263, 265, 268, 270, 273, 275, 278, 280, 283, 285, 287, 290, 293, 295, 298, 300, 303, 305, 308, 310, 313, 315, 318, 320</p> <p><u>Whole Group Teacher's Guide</u> Pg(s): 33, 65, 95, 97, 131, 165, 197, 231, 329, 363, 395, 429, 461, 527</p>		
d.	Speak in complete sentences.	<p><u>Small Group Teacher's Guide</u> Pg(s): 2, 10, 12, 22, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177, 182, 187, 192, 197, 202, 207, 212, 217, 222, 227, 232, 237, 242, 247, 252, 257, 262, 267, 272, 277, 282, 287, 292, 297, 302, 307, 312, 317</p> <p><u>Whole Group Teacher's Guide</u> Pg(s): 461</p>		
Objective 1.2: Develop language through viewing media and presenting.				
a.	Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction).	<p><u>Small Group Teacher's Guide</u> Pg(s): 49, 50, 73, 164, 165</p> <p><u>Whole Group Teacher's Guide</u> Pg(s): 16, 50, 82, 91, 92, 99, 148, 165, 197, 231, 263, 280, 297, 329, 363, 388, 395, 429, 461, 495, 527</p>		
b.	Use a variety of formats (e.g., show and tell, drama, sharing of books and personal writings, choral readings, information-al reports, retelling experiences and stories in	<p><u>Small Group Teacher's Guide</u> Pg(s): 10, 15, 25, 30, 35, 40, 45, 50, 55, 60, 65, 80, 85, 90, 95, 100, 115, 120, 125, 135, 140, 145, 155, 165,</p>		

	sequence) in presenting with various forms of media.	170, 175, 180, 195, 200, 205, 210, 215, 220, 225, 230, 235, 240, 245, 250, 255, 260, 265, 275, 280, 290, 295, 300, 305, 310, 320 Whole Group Teacher's Guide Pg(s): 18, 33, 50, 62, 65, 84, 91, 96, 99, 116, 131, 156, 164, 165, 172, 179, 182, 192, 193, 197, 218, 227, 231, 245, 248, 250, 258, 262, 263, 282, 293, 297, 314, 324, 329, 356, 359, 362, 363, 380, 395, 412, 414, 428, 429, 446, 461, 495, 512, 527		
STANDARD II: Students develop an understanding of how printed language works.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: <u>20</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Demonstrate an understanding that print carries “the” message.				
a.	Recognize that print carries different messages.	Small Group Teacher's Guide Pg(s): 67, 279, 280		
b.	Identify messages in common environmental print (e.g., signs, boxes, wrappers).	Small Group Teacher's Guide Pg(s): 134, 135, 144, 145		
Objective 2.2: Demonstrate knowledge of elements of print within a text.				
a.	Discriminate between letters, words, and sentences in text.	Small Group Teacher's Guide Pg(s): 4, 5, 9, 10, 25, 29, 30, 39, 75, 80, 85, 90, 99, 100, 105, 209, 279, 280, 309, 310, 315 Whole Group Teacher's Guide Pg(s): 250, 254, 514, 518		
b.	Match oral words to printed words while reading.	Small Group Teacher's Guide Pg(s): 34, 35, 69, 70, 79 Whole Group Teacher's Guide Pg(s): 18, 20, 122, 128, 150, 162, 188, 194, 228, 250, 260, 294, 312, 316, 320, 348, 350, 360, 392, 414, 426, 452, 476, 480, 482, 486, 492, 524	Whole Class Chart Volume 1 Pg(s): 4, 7, 13, 18, 22, 25, 27, 31, 34, 36, 40, 43, 45, 49, 52, 54, 58, 60, 63, 67, 70, 72 Whole Class Chart Volume 2 Pg(s): 76, 79, 81, 85, 88, 90, 94, 97, 99, 103, 106, 108, 111, 115, 117, 121, 124, 126, 130, 133, 139, 142, 144 Skills Masters	

			Pg(s): 8, 9, 10, 17, 18, 19, 20, 27, 28, 29, 30, 37, 38, 39, 40, 47, 48, 49, 50, 52, 57, 58, 59, 60, 67, 68, 69, 70, 77, 78, 79, 80, 87, 88, 89, 90, 97, 98, 99, 100, 107, 108, 109, 110, 117, 118, 119, 120, 127, 128, 129, 130, 137, 138, 139, 140, 147, 148, 149, 150, 157, 158, 159, 160	
c.	Identify punctuation in text (i.e., periods, question marks, and exclamation points).	<u>Small Group Teacher's Guide</u> Pg(s): 29, 34, 35, 49, 54, 64, 74, 79, 89, 90, 100, 104, 109, 114, 119, 129, 149, 154, 159, 164, 169, 174, 179, 194, 214, 219, 224, 229, 230, 234, 239, 240, 244, 245, 259, 264, 274, 299, 309, 314 <u>Whole Group Teacher's Guide</u> Pg(s): 28, 184, 188, 192, 250, 324		
STANDARD III: Students develop phonological and phonemic awareness.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <u>40</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: Demonstrate phonological awareness.				
a.	Count the number of syllables in words.	<u>Whole Group Teacher's Guide</u> Pg(s): 24	<u>Writer's Handbook</u> Pg(s): 22 <i>There are opportunities to address this standard in the following:</i> <u>Skills Masters</u> Pg(s): 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184 <u>Comprehension Bridge</u> Pg(s): 16 <u>Theme Progress Tests and Test Practice</u> Pg(s): 55, 90, 148, 171, 172, 173, 174, 175, 176, 150	
b.	Count the number of syllables in a first name.	<i>There are opportunities to address</i>	<u>Writer's Handbook</u>	

		<i>this standard daily in the following:</i> <u>Whole Group Teacher's Guide</u> Pg(s): 24	Pg(s): 22 <u>Skills Masters</u> Pg(s): 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184 <u>Comprehension Bridge</u> Pg(s): 16 <u>Theme Progress Tests and Test Practice</u> Pg(s): 55, 90, 148, 171, 172, 173, 174, 175, 176, 150	
Objective 3.2: Recognize like and unlike word parts (oddity tasks).				
a.	Identify words with same beginning consonant sounds (e.g., man, <u>s</u> at, <u>s</u> ick) and ending consonant sounds (e.g., man <u>s</u> , sat, ten <u>n</u>) in a series of words.	<u>Small Group Teacher's Guide</u> Pg(s): 7, 12, 17, 20, 22, 37, 42, 47, 52, 57, 62, 67, 72, 77, 84, 85, 87, 96, 112, 117, 122, 127, 137, 142, 147, 151, 176, 201, 231, 247, 252, 257, 267, 272, 277 <u>Whole Group Teacher's Guide</u> Pg(s): 130, 338	<u>Whole Class Chart Volume 1</u> Pg(s): 1 <u>Skills Masters</u> Pg(s): 2, 6 <u>Benchmark Book and Evaluation Guide</u> Pg(s): 17	
b.	Identify words with same medial sounds in a series of words (e.g., long vowel sound: <u>t</u> ake, <u>l</u> ate, feet; short vowel sound: top, <u>c</u> at, <u>p</u> an; middle consonant sound: kitten, <u>mi</u> ssing, lesson).	<u>Small Group Teacher's Guide</u> Pg(s): 7, 12, 17, 22, 27, 42, 47, 52, 102, 107, 112, 122, 127, 137, 142, 147, 247, 252, 257, 272, 277 <u>Whole Group Teacher's Guide</u> Pg(s): 156, 158	<u>Whole Class Chart Volume 1</u> Pg(s): 4, 18, 27, 36, 45 <u>Whole Class Chart Volume 2</u> Pg(s): 99 <u>Skills Masters</u> Pg(s): 2, 16, 46, 106 <u>Theme Progress Tests and Test Practice</u> Pg(s): 4, 5, 13, 17, 21, 26, 31, 35, 40, 44, 81, 103	
Objective 3.3: Orally blend word parts (blending).				
a.	Blend syllables to make words (e.g., /ta/.../ble/, table).	<u>Whole Group Teacher's Guide</u> Pg(s): 257		
b.	Blend onset and rime to make words (e.g., /p/.../an/, pan).	<u>Small Group Teacher's Guide</u> Pg(s): 1, 6, 22, 41, 51, 62, 67, 76, 82, 91, 97, 102, 107, 131, 139, 242, 252, 261 <u>Whole Group Teacher's Guide</u> Pg(s): 24, 106, 112, 115, 124, 178, 256, 304, 312, 344, 346, 356, 362, 454		
c.	Blend individual phonemes to make words (e.g., /s/ /a/ /t/, sat).	<u>Small Group Teacher's Guide</u> Pg(s): 1, 21, 36, 66, 71, 101, 111, 126, 146, 161, 181, 186, 206, 211,		

		246, 256, 286, 301, 306, 311 Whole Group Teacher's Guide Pg(s): 58, 122, 126, 128, 156, 239, 244, 245, 247, 248, 249, 251, 255, 260, 261, 262, 263, 273, 279, 286, 370, 376, 378, 502, 503, 508, 509, 511, 512, 513, 515, 519, 521, 524, 525, 526, 527		
Objective 3.4: Orally segment words into word parts (segmenting).				
a.	Segment words into syllables (e.g., table, /ta/.../ble/).	Whole Group Teacher's Guide Pg(s): 24		
b.	Segment words into onset and rime (e.g., pan, /p/.../an/).	Small Group Teacher's Guide Pg(s): 6, 67, 76, 91 Whole Group Teacher's Guide Pg(s): 172		
c.	Segment words into individual phonemes (e.g., sat, /s/.../a/.../t/).	Small Group Teacher's Guide Pg(s): 1, 11, 16, 21, 26, 36, 46, 56, 61, 66, 71, 101, 106, 111, 116, 121, 126, 141, 146, 161, 181, 186, 206, 211, 246, 256, 286, 301, 306, 311 Whole Group Teacher's Guide Pg(s): 20, 52, 56, 58, 64, 86, 90, 118, 122, 126, 128, 152, 172, 184, 218, 230, 253, 254, 284, 288, 296, 350, 382, 416, 448, 482, 494, 502, 514, 526		
Objective 3.5: Orally manipulate phonemes in words and syllables (manipulation).				
a.	Substitute initial and final sound (e.g., replace first sound in mat to /s/, say <u>sat</u> ; replace last sound in mat with /p/, say <u>map</u>).	Small Group Teacher's Guide Pg(s): 1, 7, 12, 17, 27, 57, 86, 87, 92, 102, 112, 127, 136, 147, 191, 226, 236, 241, 242, 251, 261, 266, 271, 276, 291, 296, 316 Whole Group Teacher's Guide Pg(s): 222, 224, 272, 320, 324, 436		
b.	Substitute vowel in words (e.g., replace middle sound in map to /o/, say <u>mop</u>).	Small Group Teacher's Guide Pg(s): 216, 221, 281		
c.	Delete syllable in words (e.g., say baker without the /ba/, say, <u>ker</u>).	<i>There are opportunities to address this standard in the following:</i> Whole Group Teacher's Guide Pg(s): 24	Skills Masters Pg(s): 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184 Comprehension Bridge Pg(s): 16 Theme Progress Tests and	

			Test Practice Pg(s): 55, 90, 148, 150, 171, 172, 173, 174, 175, 176	
d.	Delete initial and final sounds in words (e.g., say sun without the /s/, say <u>un</u> ; say hit without the /t/, say <u>hi</u>).	Small Group Teacher's Guide Pg(s): 136, 271 Whole Group Teacher's Guide Pg(s): 222	Skills Masters Pg(s): 6, 12, 22, 32, 42, 52, 66, 72, 82, 92, 102	
e.	Delete initial phoneme and final phoneme in blends (e.g., say step without the /s/, say <u>tep</u> ; say best without the /t/, say <u>bes</u>).	Whole Group Teacher's Guide Pg(s): 436, 518		
STANDARD IV: Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: <u>61</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.1: Demonstrate and understanding of the relationship between letters and sounds.				
a.	Write letters to represent spoken sounds of all letters of the alphabet in random order.	<i>There are opportunities to address this standard in the following:</i> Whole Group Teacher's Guide Pg(s): 17, 20, 29, 32, 49, 52, 61, 64, 83, 86, 95, 98, 115, 118, 127, 130, 149, 152, 161, 164, 181, 184, 193, 196, 215, 218, 227, 230, 247, 250, 259, 262, 281, 284, 293, 296, 313, 316, 325, 328, 347, 350, 359, 362, 379, 382, 391, 394, 413, 416, 425, 428, 445, 448, 457, 460, 479, 482, 491, 494, 511, 514, 523, 526	Skills Masters Pg(s): 165	
b.	Identify and pronounce sounds for consonants, consonant blends, (e.g., br, st, fl) and consonant diagraphs (e.g., ch, sh, wh, th) accurately in words.	Small Group Teacher's Guide Pg(s): 29, 30, 31, 32, 81, 82, 86, 97, 131, 132, 152, 156, 157, 158, 162, 166, 167, 171, 172, 176, 177, 182, 187, 192, 197, 202, 207, 212, 217, 222, 227, 232, 237, 266, 282, 287, 297, 302, 307, 312, 317 Whole Group Teacher's Guide Pg(s): 90, 156, 190, 206, 212, 214, 215, 216, 218, 227, 230, 436, 442, 444, 445, 446, 448, 452, 454, 456,	Whole Class Chart Volume 1 Pg(s): 58 Whole Class Chart Volume 2 Pg(s): 103, 121, 126, 130, 139, 144 Skills Masters Pg(s): 62, 132, 142, 146	

		457, 458, 460, 470, 476, 478, 480, 482, 486, 488, 490, 491, 492, 494, 502, 508, 510, 511, 512, 514, 518, 520, 521, 522, 523, 524, 526		
c.	Identify and pronounce sounds for short and long vowels, using patterns (e.g., vc, vv, cvc, cvvc, cvcv, cvc-silent e), and vowel diagraphs (e.g., ea, ee, ie, oa, ai, ay, oo, ow) accurately in words.	<u>Small Group Teacher's Guide</u> Pg(s): 117, 246, 307 <u>Whole Group Teacher's Guide</u> Pg(s): 8, 14, 16, 18, 20, 24, 26, 46, 48, 52, 56, 60, 64, 74, 80, 82, 84, 86, 90, 92, 94, 95, 96, 106, 114, 116, 122, 124, 130, 140, 146, 148, 150, 152, 158, 160, 161, 162, 164, 165, 172, 178, 182, 184, 188, 228, 238, 244, 246, 248, 250, 254, 256, 259, 260, 262, 272, 278, 282, 284, 288, 290, 292, 294, 296, 304, 310, 312, 314, 316, 320, 322, 324, 325, 326, 328, 338, 344, 346, 347, 340, 350, 354, 356, 358, 359, 360, 362	<u>Whole Class Chart Volume 1</u> Pg(s): 4, 13, 18, 27, 36, 45 <u>Whole Class Chart Volume 2</u> Pg(s): 90, 99, 117	
d.	Identify and pronounce sounds for r-controlled vowels accurately in one-syllable words (e.g., ar, or, er).	<u>Whole Group Teacher's Guide</u> Pg(s): 404, 410, 412, 413, 414, 416	<u>Whole Class Chart Volume 2</u> Pg(s): 111 <u>Theme Progress Tests and Test Practice</u> Pg(s): 121, 125, 157	
e.	Identify and blend initial letter sounds with common vowel patterns to pronounce one-syllable words (e.g., /g/.../oa/.../t/, goat).	<u>Small Group Teacher's Guide</u> Pg(s): 1, 6, 36, 41, 66, 71, 101, 111, 126, 146, 181, 186, 206, 211, 246, 256, 282, 286, 301, 302, 306, 311 <u>Whole Group Teacher's Guide</u> Pg(s): 24, 106, 112, 115, 124, 178, 256, 304, 312, 344, 346, 356, 362, 454		
Objective 4.2: Use knowledge of structural analysis to decode words.				
a.	Identify and read grade level contractions and compound words.	<u>Small Group Teacher's Guide</u> Pg(s): 119, 120, 274, 275 <u>Whole Group Teacher's Guide</u> Pg(s): 150, 158, 192, 218, 386, 388, 390, 391, 392, 394, 448, 452, 480, 491	<u>Whole Class Chart Volume 2</u> Pg(s): 108 <u>Theme Progress Tests and Test Practice</u> Pg(s): 68, 70, 113, 114, 155	
b.	Identify sound patterns and apply knowledge to decode one-syllable words (e.g., blends, diagraphs, vowel patterns, r-controlled vowels).	<u>Small Group Teacher's Guide</u> Pg(s): 97, 106, 113, 131, 132, 156, 157, 162, 166, 167, 171, 172, 176, 177, 178, 182, 187, 192, 197, 202, 207, 217, 222, 227, 232, 242, 282,	<u>Whole Class Chart Volume 1</u> Pg(s): 68, 69 <u>Whole Class Chart Volume 2</u> Pg(s): 90, 103, 111 <u>Skills Masters</u>	

		287, 292, 297, 302, 312, 317 <u>Whole Group Teacher's Guide</u> Pg(s): 18, 24, 26, 28, 29, 32, 40, 46, 48, 50, 52, 60, 62, 64, 74, 80, 82, 92, 96, 122, 130, 146, 148, 150, 152, 158, 160, 161, 162, 164, 178, 188, 231, 244, 245, 247, 248, 249, 251, 255, 260, 261, 262, 263, 273, 279, 290, 314, 316, 350, 354, 358, 420, 422, 424, 425, 426, 427, 428, 503, 508, 509, 511, 513, 515, 519, 521, 524, 525, 526, 527	Pg(s): 74, 122, 154 <u>Benchmark Book and Evaluation Guide</u> Pg(s): 33, 41, 49, 57, 73 <u>Comprehension Bridge</u> Pg(s): 8, 16 <u>Theme Progress Tests and Test Practice</u> Pg(s): 57, 73, 112, 115, 130, 131, 134, 135, 139, 140, 143, 149, 150, 152, 155, 156	
c.	Demonstrate an understanding of representing same sound with different patterns by decoding these patterns accurately in one-syllable words (e.g., ee, ie, ea, e).	<u>Small Group Teacher's Guide</u> Pg(s): 81, 82, 152, 158, 212, 237 <u>Whole Group Teacher's Guide</u> Pg(s): 280	<u>Whole Class Chart Volume 2</u> Pg(s): 90 <u>Skills Masters</u> Pg(s): 96	
d.	Use knowledge of root words and suffixes to decode words (i.e., -ful, -ly, -er).	<u>Small Group Teacher's Guide</u> Pg(s): 78 <u>Whole Group Teacher's Guide</u> Pg(s): 148		
e.	Use letter patterns to decode words (e.g., phonograms/word families/onset and rime:-ack, -ail, -ake).	<u>Small Group Teacher's Guide</u> Pg(s): 3, 7, 8, 12, 13, 17, 18, 20, 22, 23, 28, 33, 37, 38, 42, 43, 47, 48, 52, 53, 57, 58, 62, 63, 67, 68, 72, 73, 77, 78, 83, 84, 85, 87, 88, 93, 96, 98, 103, 108, 112, 113, 117, 118, 122, 123, 127, 128, 133, 137, 138, 142, 143, 147, 148, 151, 153, 158, 163, 168, 173, 176, 178, 183, 188, 193, 198, 201, 203, 208, 213, 218, 223, 228, 231, 233, 238, 243, 247, 248, 252, 253, 257, 258, 263, 267, 268, 272, 273, 277, 278, 283, 288, 293, 298 <u>Whole Group Teacher's Guide</u> Pg(s): 26, 28, 30, 32, 40, 46, 48, 50, 52, 74, 80, 82, 83, 84, 98, 114, 115, 116, 140, 146, 148, 150, 152, 160, 164, 178, 180, 182, 188, 190, 192, 193, 194, 196, 244, 246, 248, 250, 254, 256, 258, 259, 260, 262, 272, 278, 280, 282, 284, 288, 290, 292, 294, 296, 304, 310, 312, 314, 316, 320, 322, 324, 324, 326, 328, 338, 344, 346, 347, 348, 350, 356	<u>Whole Class Chart Volume 1</u> Pg(s): 13, 22, 31, 40, 49, 54, 63, 67, 72 <u>Whole Class Chart Volume 2</u> Pg(s): 76, 81, 85, 90, 94, 140, 141 <u>Skills Masters</u> Pg(s): 6, 16, 22, 32, 46, 52, 56, 66, 72, 82, 86, 96, 102, 122, 132, 142, 146, 152 <u>Benchmark Book and Evaluation Guide</u> Pg(s): 17, 25, 33, 41, 65 <u>Theme Progress Tests and Test Practice</u> Pg(s): 3, 4, 8, 12, 13, 15, 22, 32, 33, 41, 39, 48, 49, 50, 52, 53, 58, 59, 66, 68, 69, 71, 73, 85, 87, 90, 94, 95, 98, 99, 104, 105	

Objective 4.3: Spell words correctly.				
a.	Write sounds heard in words in the correct order.	<u>Whole Group Teacher's Guide</u> Pg(s): 49, 61, 63, 83, 127, 149, 195, 255, 512, 513	<u>Writer's Handbook</u> Pg(s): 22 <u>Writing Resource Guide</u> Pg(s): 65, 67 <u>Skills Masters</u> Pg(s): 132, 148, 165, 166	
b.	Hear and write beginning, middle, and ending consonant sounds to spell one-syllable words.	<u>Whole Group Teacher's Guide</u> Pg(s): 49, 61, 63, 83, 127, 149, 195, 255, 512, 513		
c.	Spell short vowel words with consonant blends and diagraphs (e.g., bl, st, nt, sh, wh, th).	<u>Whole Group Teacher's Guide</u> Pg(s): 115, 215, 379, 380, 382, 394, 445, 446, 482, 511		
d.	Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., bear, gone, could).	<u>Small Group Teacher's Guide</u> Pg(s): 3, 8, 13, 18, 23, 28, 33, 38, 43, 48, 53, 58, 63, 68, 73, 83, 88, 93, 98, 103, 108, 113, 118, 123, 128, 133, 138, 143, 148, 153, 158, 163, 168, 173, 178, 183, 188, 193, 198, 203, 208, 213, 218, 223, 228, 233, 238, 243, 248, 253, 258, 263, 268, 273, 278, 283, 288, 293, 303, 308, 313, 318 <u>Whole Group Teacher's Guide</u> Pg(s): 28, 60, 63, 82, 94, 97, 114, 126, 160, 163, 180, 192, 195, 214, 226, 229, 246, 258, 261, 280, 292, 295, 312, 324, 327, 358, 361, 378, 390, 393, 412, 424, 444, 456, 459, 478, 490, 493, 510, 522, 525		
e.	Learn the spellings of irregular and difficult words (e.g., river, house, animal).	<u>Small Group Teacher's Guide</u> Pg(s): 298 <u>Whole Group Teacher's Guide</u> Pg(s): 82, 94, 114, 126, 148, 160, 163, 180, 192, 195, 214, 226, 229, 246, 258, 261, 280, 292, 295, 312, 324, 327, 346, 358, 361, 378, 390, 393, 412, 424, 444, 456, 459, 478, 490, 493, 510, 522, 525		
Objective 4.4: Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).				
a.	Use knowledge about spelling to predict the spelling of new words.	<u>Small Group Teacher's Guide</u> Pg(s): 298 <u>Whole Group Teacher's Guide</u> Pg(s): 49, 61, 63, 83, 127, 149, 195,	<u>Writer's Handbook</u> Pg(s): 22 <u>Writing Resource Guide</u> Pg(s): 65, 67	

		255, 512, 513	Skills Masters Pg(s): 132, 148, 165, 166	
b.	Associate the spelling of new words with that of known words and word patterns.	Whole Group Teacher's Guide Pg(s): 129, 293	Skills Masters Pg(s): 6, 12, 22, 32, 42, 52, 66, 72, 82, 92, 102, 165, 166	
c.	Use spelling generalities to assist spelling of new words (e.g., one vowel between two consonants, silent "e" on the end of a word, two vowels together).	Whole Group Teacher's Guide Pg(s): 49, 97, 127, 129, 149, 181, 247, 289, 313 Writer's Handbook Pg(s): 22		

STANDARD V: Students develop reading fluency to read aloud grade level text effortlessly without hesitation.

Percentage of coverage in the <i>student and teacher edition</i> for Standard V: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: <u>75</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 5.1: Read aloud grade level text with appropriate speed and accuracy.				
a.	Read grade level text at a rate of approximately 60wpm.	Small Group Teacher's Guide Pg(s): 3, 5, 8, 10, 13, 15, 18, 20, 23, 25, 28, 30, 33, 35, 38, 40, 43, 45, 48, 50, 53, 55, 58, 60, 63, 65, 68, 70, 73, 75, 78, 80, 83, 85, 88, 90, 93, 95, 98, 100, 103, 105, 108, 110, 113, 115, 118, 120, 123, 125, 128, 130, 133, 135, 138, 140, 143, 145, 148, 150, 153, 155, 158, 160, 163, 165, 168, 170, 173, 175, 178, 180, 183, 185, 188, 190, 193, 195, 198, 200, 203, 205, 208, 210, 213, 215, 218, 220, 223, 225, 228, 230, 233, 235, 238, 240, 243, 245, 248, 250, 253, 255, 258, 260, 263, 265, 268, 270, 273, 275, 278, 280, 283, 285, 288, 290, 293, 295, 298, 300, 303, 305, 308, 310, 313, 315, 318, 320	There is an opportunity to address each day in the following: Benchmark Book and Evaluation Guide Pg(s): 13, 21, 29, 37, 45, 53, 61, 69	
b.	Read grade level text with an accuracy rate of 95-100%.	Small Group Teacher's Guide Pg(s): 3, 8, 10, 13, 23, 28, 33, 38, 48, 53, 58, 63, 65, 68, 70, 73, 88, 93, 98, 103, 108, 113, 118, 123, 128, 133, 138, 143, 148, 153, 158, 163, 168, 173, 178, 183, 188, 193, 198, 203,	There is an opportunity to address each day in the following: Benchmark Book and Evaluation Guide Pg(s): 13, 21, 29, 37, 45, 53, 61,	

		<p>208, 213, 218, 223, 228, 233, 238, 243, 248, 253, 258, 263, 268, 273, 278, 283, 288, 293, 303, 308, 313, 318</p> <p><u>Whole Group Teacher's Guide</u> Pg(s): 90, 156, 190, 206, 212, 214, 215, 216, 218, 227, 230, 436, 442, 444, 445, 446, 448, 452, 454, 456, 457, 458, 460, 470, 476, 478, 480, 482, 486, 488, 490, 491, 492, 494, 502, 508, 510, 511, 512, 514, 518, 520, 521, 522, 523, 524, 526</p>	69	
Objective 5.2: Read aloud grade level text effortlessly with clarity.				
a.	Read grade level text in three- to four-word phrases using intonation, expression, and punctuation cues.	<p><u>Small Group Teacher's Guide</u> Pg(s): 3, 4, 8, 9, 13, 14, 15, 18, 19, 23, 24, 28, 29, 33, 34, 38, 39, 43, 44, 48, 49, 53, 54, 58, 59, 63, 64, 68, 68, 73, 74, 78, 79, 83, 84, 88, 89, 93, 94, 98, 99, 103, 104, 105, 108, 109, 110, 113, 114, 115, 118, 119, 120, 123, 124, 125, 128, 129, 130, 133, 134, 138, 139, 140, 143, 144, 145, 148, 149, 150, 153, 154, 155, 158, 159, 160, 163, 164, 165, 168, 169, 170, 173, 174, 175, 178, 179, 180, 183, 184, 185, 188, 190, 193, 194, 195, 198, 199, 200, 203, 204, 208, 209, 210, 213, 214, 215, 218, 219, 220, 223, 224, 228, 229, 233, 234, 235, 238, 239, 240, 243, 244, 245, 248, 249, 250, 253, 254, 255, 258, 259, 260, 263, 264, 265, 268, 269, 270, 273, 274, 275, 278, 279, 280, 283, 284, 285, 288, 289, 290, 293, 294, 295, 298, 299, 300, 303, 304, 305, 308, 310, 313, 314, 315, 318, 319, 320</p> <p><u>Whole Group Teacher's Guide</u> Pg(s): 28, 33, 60, 65, 84, 99, 116, 126, 131, 150, 158, 160, 165, 182, 192, 197, 216, 218, 228, 231, 248, 258, 262, 282, 292, 297, 314, 324, 326, 329, 339, 345, 347, 348, 355, 358, 363, 378, 380, 386, 388, 390,</p>		

		391, 392, 394, 395, 414, 424, 426, 429, 446, 448, 452, 461, 480, 491, 495, 503, 512, 522, 527		
b.	Read with automaticity 100 first grade high-frequency/sight words.	<u>Small Group Teacher's Guide</u> Pg(s): 3, 8, 13, 18, 23, 28, 33, 38, 43, 48, 53, 58, 63, 68, 73, 83, 88, 93, 98, 103, 108, 113, 118, 123, 128, 133, 138, 143, 148, 153, 158, 163, 168, 173, 178, 183, 188, 193, 198, 203, 208, 213, 218, 223, 228, 233, 238, 243, 248, 253, 258, 263, 268, 273, 278, 283, 288, 293, 303, 308, 313, 318 <u>Whole Group Teacher's Guide</u> Pg(s): 16, 18, 24, 26, 28, 29, 32, 40, 46, 48, 50, 52, 60, 62, 64, 74, 80, 82, 92, 96, 98, 114, 122, 126, 130, 146, 148, 150, 152, 158, 160, 161, 162, 164, 178, 180, 188, 192, 196, 214, 226, 230, 239, 244, 245, 246, 247, 248, 249, 251, 255, 260, 261, 262, 263, 273, 279, 280, 290, 292, 296, 312, 314, 316, 324, 328, 346, 350, 354, 358, 362, 378, 394, 420, 422, 424, 425, 426, 427, 428, 444, 456, 460, 478, 490, 493, 494, 503, 508, 509, 510, 511, 513, 515, 519, 521, 522, 524, 525, 526, 527	<u>Whole Class Chart Volume 1</u> Pg(s): 4, 13, 18, 22, 27, 31, 36, 40, 45, 49, 54, 58, 63, 67, 72 <u>Whole Class Chart Volume 2</u> Pg(s): 76, 81, 90, 94, 99, 103, 108, 111, 117, 121, 126, 130, 139, 144 <u>Skills Masters</u> Pg(s): 169-184 <u>Theme Progress Tests and Test Practice</u> Pg(s): 171-176	
STANDARD VI: Students learn and use grade level vocabulary to increase understanding and read fluently.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: <u>80</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 6.1: Learn new words through listening and reading widely.				
a.	Use new vocabulary learned by listening, reading, and discussing a variety of genres.	<u>Small Group Teacher's Guide</u> Pg(s): 2, 7, 10, 12, 22, 32, 37, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167,	<u>Whole Class Chart Volume 1</u> Pg(s): 3, 8, 12, 17, 21, 26, 30, 35, 39, 44, 48, 53, 57, 62, 66, 71 <u>Whole Class Chart Volume 2</u>	

		172, 177, 182, 187, 192, 197, 202, 207, 212, 217, 222, 227, 232, 237, 242, 247, 252, 257, 262, 267, 272, 277, 282, 287, 292, 297, 302, 307, 312, 317 <u>Whole Group Teacher's Guide</u> Pg(s): 18, 29, 90, 354	Pg(s): 75, 80, 84, 89, 93, 98, 102, 107, 110, 116, 120, 125, 129, 134, 138, 143 <u>Skills Masters</u> Pg(s): 1, 2, 3, 6, 11, 12, 13, 16, 21, 22, 23, 26, 31, 32, 33, 36, 41, 42, 43, 46, 51, 53, 61, 63, 66, 71, 73, 76, 81, 83, 86, 91, 92, 93, 101, 102, 103, 106, 111, 112, 113, 116, 121, 123, 126, 131, 133, 136, 141, 143, 151, 153, 156	
b.	Learn the meanings of a variety of grade level words (e.g., words from literature, social studies, science, math).	<u>Small Group Teacher's Guide</u> Pg(s): 2, 10, 12, 17, 18, 22, 32, 37, 42, 43, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177, 182, 187, 192, 197, 202, 207, 212, 217, 222, 227, 232, 237, 242, 247, 252, 257, 262, 267, 272, 277, 282, 287, 292, 297, 302, 307, 312, 317	<u>Whole Class Chart Volume 1</u> Pg(s): 3, 8, 12, 17, 21, 26, 30, 35, 39, 44, 48, 53, 57, 62, 66, 71 <u>Whole Class Chart Volume 2</u> Pg(s): 75, 80, 84, 89, 93, 98, 102, 107, 110, 116, 120, 125, 129, 134, 138, 143	
c.	Use resources to learn new words by relating them to known words (e.g., books, charts, word walls, simple dictionaries).	<u>Small Group Teacher's Guide</u> Pg(s): 27, 265 <u>Whole Group Teacher's Guide</u> Pg(s): 503	<u>Whole Class Chart Volume 1</u> Pg(s): 3, 8, 12, 17, 21, 26, 30, 35, 39, 44, 48, 53, 57, 62, 66, 71 <u>Whole Class Chart Volume 2</u> Pg(s): 75, 80, 84, 89, 93, 98, 102, 107, 110, 116, 120, 125, 129, 134, 138, 143	
Objective 6.2: Use multiple resources to learn new words by relating them to known words and/or concepts. See second, third, fourth, fifth, and sixth grades.				
Objective 6.3: Use structural analysis and context clues to determine meanings of words.				
a.	Identify meanings of words using the root word and known endings (e.g., car, cars; jump, jumped, jumping).	<u>Whole Group Teacher's Guide</u> Pg(s): 282		
b.	Use context to determine meanings of unknown key words (e.g., The <i>gigantic</i> dog couldn't fit in his new doghouse).	<u>Small Group Teacher's Guide</u> Pg(s): 2, 7, 10, 12, 22, 32, 37, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 118, 122, 127, 128, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177, 182, 187, 192, 197, 202, 207, 212, 217, 222, 227, 232, 237, 242, 247, 252, 257, 262,	<u>Theme Progress Tests and Test Practice</u> Pg(s): 5, 14, 21, 26, 30, 33, 39, 42, 48, 62, 66, 67, 77, 79, 81, 86, 95, 103, 107, 115, 123, 132, 140, 142, 148, 153, 157, 163, 168	

		267, 272, 277, 282, 287, 292, 297, 302, 307, 312, 317 Whole Group Teacher's Guide Pg(s): 239, 244, 245, 247, 248, 249, 251, 260, 261, 262, 263, 273, 279, 292, 293, 503, 508, 515, 524, 526		
STANDARD VII: Students understand, interpret, and analyze narrative and informational grade level text.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: <u>57</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 7.1: Identify purposes of text.				
a.	Discuss purpose for reading.	Small Group Teacher's Guide Pg(s): 3, 4, 8, 9, 13, 18, 20, 23, 28, 30, 33, 35, 40, 45, 50, 55, 60, 83, 95, 135, 153, 170, 183, 238, 239, 318 Whole Group Teacher's Guide Pg(s): 8, 9, 16, 20, 40, 52, 74, 82, 84, 85, 86, 99, 106, 114, 117, 118, 140, 152, 172, 180, 184, 206, 214, 218, 238, 246, 250, 272, 280, 282, 284, 289, 304, 312, 316, 338, 346, 350, 370, 378, 382, 404, 412, 416, 423, 436, 444, 448, 470, 478, 482, 502, 510, 512, 514		
b.	Discuss author's purpose.	Small Group Teacher's Guide Pg(s): 3, 39, 43, 53, 74, 134, 180, 194, 209, 219, 220, 223 Whole Group Teacher's Guide Pg(s): 117, 207, 320, 416, 488		
Objective 7.2: Apply strategies to comprehend text.				
a.	Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).	Small Group Teacher's Guide Pg(s): 1, 5, 6, 8, 10, 11, 16, 21, 26, 31, 36, 41, 46, 48, 51, 56, 58, 61, 66, 68, 71, 76, 78, 81, 86, 91, 96, 98, 101, 106, 111, 116, 121, 123, 126, 131, 136, 141, 146, 151, 153, 156, 158, 161, 166, 171, 176, 181, 186, 191, 196, 203, 206, 211, 216, 222, 226, 231, 233, 236, 241, 246, 248,	Whole Class Chart Volume 1 Pg(s): 5, 6, 50, 51 Skills Masters Pg(s): 4 Comprehension Bridge Pg(s): 1, 6 Theme Progress Tests and Test Practice Pg(s): 3, 6, 8, 14, 17, 75, 173	

		<p>251, 253, 256, 261, 266, 271, 276, 281, 283, 286, 291, 296, 301, 306, 311, 316</p> <p><u>Whole Group Teacher's Guide</u> Pg(s): 8, 9, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 27, 28, 29, 30, 31, 32, 33, 40, 41, 47, 48, 52, 57, 60, 61, 74, 82, 86, 90, 91, 94, 106, 107, 114, 118, 122, 123, 124, 126, 140, 149, 152, 156, 157, 160, 172, 178, 179, 180, 181, 183, 184, 188, 189, 192, 194, 195, 196, 206, 207, 212, 213, 214, 218, 223, 226, 229, 238, 246, 250, 258, 272, 278, 280, 283, 284, 285, 291, 292, 294, 295, 296, 297, 305, 311, 312, 316, 324, 325, 338, 344, 345, 346, 347, 349, 350, 351, 355, 357, 358, 361, 362, 363, 370, 371, 378, 382, 390, 391, 404, 412, 416, 424, 436, 442, 444, 448, 455, 456, 459, 461, 470, 471, 478, 482, 490, 491, 502, 510, 514, 522</p>		
b.	Ask questions about text and read aloud and independently.	<p><u>Small Group Teacher's Guide</u> Pg(s): 2, 7, 10, 12, 20, 22, 32, 37, 39, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 118, 122, 127, 132, 133, 137, 142, 147, 152, 157, 162, 163, 167, 168, 172, 177, 182, 187, 188, 192, 193, 197, 202, 207, 212, 217, 218, 222, 227, 232, 237, 242, 247, 252, 257, 262, 267, 272, 277, 282, 287, 292, 297, 302, 312, 317</p> <p><u>Whole Group Teacher's Guide</u> Pg(s): 30, 41, 46, 47, 49, 50, 51, 52, 53, 57, 59, 60, 61, 62, 63, 64, 65, 81, 83, 94, 95, 126, 162, 180, 193, 207, 212, 216, 217, 219, 225, 227, 228, 229, 230, 231, 239, 248, 258, 259, 289, 292, 293, 305, 310, 313, 314, 315, 317, 323, 326, 327, 328, 329, 339, 345, 358, 359, 360, 380, 392, 395, 453, 492, 494</p>	<p><u>Whole Class Chart Volume 1</u> Pg(s): 14, 15, 59, 60</p> <p><u>Whole Class Chart Volume 2</u> Pg(s): 86, 87</p> <p><u>Skills Masters</u> Pg(s): 14, 64, 94, 144</p> <p><u>Comprehension Bridge</u> Pg(s): 2, 6, 10</p> <p><u>Theme Progress Tests and Test Practice</u> Pg(s): 12, 15, 16, 24, 57, 58, 80, 77, 97, 98, 106, 161</p>	
c.	Make predictions using picture clues, title, text, and/or	<u>Small Group Teacher's Guide</u>		

	prior knowledge.	Pg(s): 13, 108, 123, 133, 145, 158, 298 <u>Whole Group Teacher's Guide</u> Pg(s): 152, 172, 184, 188, 206, 238, 246, 250, 272, 282, 290, 312, 346, 355, 370, 404, 477		
d.	Make inferences and draw conclusions from text.	<u>Small Group Teacher's Guide</u> Pg(s): 4, 5, 9, 10, 14, 15, 19, 20, 24, 25, 29, 30, 34, 35, 39, 40, 44, 45, 48, 49, 50, 55, 59, 60, 63, 64, 65, 69, 70, 74, 75, 79, 80, 84, 85, 89, 90, 94, 95, 98, 99, 100, 104, 105, 109, 110, 114, 115, 119, 120, 124, 125, 129, 130, 134, 135, 139, 140, 145, 149, 150, 154, 155, 159, 160, 164, 165, 169, 170, 174, 175, 179, 180, 184, 185, 189, 190, 194, 199, 200, 204, 205, 209, 210, 214, 215, 219, 220, 224, 225, 229, 230, 234, 235, 239, 244, 245, 249, 254, 259, 264, 269, 270, 274, 275, 279, 280, 284, 285, 289, 294, 295, 299, 300, 304, 305, 309, 310, 314, 315, 319, 320 <u>Whole Group Teacher's Guide</u> Pg(s): 28, 32, 50, 63, 64, 98, 123, 130, 141, 146, 147, 149, 150, 151, 153, 157, 159, 162, 163, 164, 165, 173, 178, 179, 181, 182, 183, 185, 189, 190, 191, 192, 193, 194, 195, 196, 197, 207, 226, 227, 228, 229, 230, 231, 238, 239, 244, 245, 246, 247, 248, 249, 250, 251, 254, 258, 262, 292, 296, 328, 355, 362, 394, 427, 428, 437, 442, 443, 445, 446, 447, 449, 453, 454, 455, 456, 458, 459, 460, 471, 490, 471, 490, 491, 494, 526	<u>Whole Class Chart Volume 2</u> Pg(s): 122, 123 <u>Skills Masters</u> Pg(s): 54, 134 <u>Benchmark Book and Evaluation Guide</u> Pg(s): 15, 16, 23, 24, 31, 32, 39, 40, 47, 48, 55, 56, 63, 64, 71, 72 <u>Comprehension Bridge</u> Pg(s): 14 <u>Theme Progress Tests and Test Practice</u> Pg(s): 49, 52, 53, 59, 60, 79, 130, 133, 135, 143, 163, 167	
e.	Identify topic/main idea from text noting details.	<u>Small Group Teacher's Guide</u> Pg(s): 4, 5, 9, 10, 14, 15, 18, 19, 20, 24, 25, 29, 30, 34, 35, 38, 39, 40, 44, 45, 49, 50, 54, 55, 59, 60, 64, 65, 69, 70, 74, 75, 79, 80, 84, 85, 89, 90, 94, 95, 99, 100, 103, 104, 105, 109, 110, 114, 115, 119, 120, 124, 125, 129,	<u>Whole Class Chart Volume 2</u> Pg(s): 104, 105 <u>Skills Masters</u> Pg(s): 114 <u>Comprehension Bridge</u> Pg(s): 12 <u>Theme Progress Tests and</u>	

		<p>130, 134, 135, 139, 140, 143, 144, 145, 149, 150, 154, 155, 159, 160, 164, 165, 169, 170, 173, 174, 175, 179, 180, 184, 185, 189, 190, 194, 195, 199, 200, 201, 204, 205, 209, 210, 214, 215, 219, 220, 224, 225, 229, 230, 234, 235, 239, 240, 244, 245, 249, 250, 254, 255, 259, 260, 264, 265, 269, 270, 274, 275, 278, 279, 280, 284, 285, 288, 289, 290, 293, 294, 295, 299, 300, 303, 304, 305, 308, 309, 310, 314, 315, 319, 320</p> <p><u>Whole Group Teacher's Guide</u> Pg(s): 25, 129, 151, 153, 157, 160, 161, 164, 184, 189, 207, 215, 224, 230, 239, 250, 255, 262, 273, 289, 296, 328, 355, 362, 371, 376, 377, 379, 380, 381, 383, 387, 389, 393, 394, 395, 405, 410, 411, 413, 424, 425, 426, 428, 449, 460, 494, 513, 526</p>	<p><u>Test Practice</u> Pg(s): 116, 117, 124, 126, 169</p>	
f.	Retell using important ideas/events and supporting details in sequence.	<p><u>Small Group Teacher's Guide</u> Pg(s): 10, 13, 18, 28, 33, 73, 75, 80, 90, 93, 105, 110, 118, 130, 153, 213, 250, 268, 293, 303</p> <p><u>Whole Group Teacher's Guide</u> Pg(s): 29, 32, 64, 81, 95, 98, 112, 113, 115, 116, 117, 119, 123, 125, 128, 129, 130, 131, 141, 147, 151, 157, 160, 161, 164, 173, 179, 194, 196, 207, 213, 215, 227, 230, 231, 245, 255, 258, 259, 262, 279, 293, 294, 296, 311, 325, 326, 328, 345, 356, 359, 360, 362, 377, 391, 394, 405, 410, 411, 413, 414, 415, 417, 421, 423, 424, 426, 427, 428, 429, 437, 443, 445, 449, 456, 457, 458, 460, 477, 479, 491, 494, 509, 519, 523, 524, 526</p>	<p><u>Whole Class Chart Volume 2</u> Pg(s): 113, 114</p> <p><u>Skills Masters</u> Pg(s): 34, 124</p> <p><u>Benchmark Book and Evaluation Guide</u> Pg(s): 14, 22</p> <p><u>Comprehension Bridge</u> Pg(s): 4, 13</p> <p><u>Theme Progress Tests and Test Practice</u> Pg(s): 30, 32, 34, 41, 81, 121, 124, 126, 133, 134, 169, 159</p>	
g.	Compile information from text.	<p><u>Small Group Teacher's Guide</u> Pg(s): 150, 190, 195</p> <p><u>Whole Group Teacher's Guide</u> Pg(s): 151, 160, 161, 162, 192, 193,</p>	<p><u>Whole Class Chart Volume 1</u> Pg(s): 32, 33</p> <p><u>Comprehension Bridge</u> Pg(s): 5, 40, 42, 44</p>	

		194, 273, 321	<u>Theme Progress Tests and Test Practice</u> Pg(s): 40, 42, 44, 50, 51, 79	
Objective 7.3: Recognize and use features of narrative and informational text.				
a.	Identify beginning, middle, and end; characters; setting; problem/resolution.	<u>Small Group Teacher's Guide</u> Pg(s): 5, 10, 14, 15, 20, 44, 45, 50, 55, 59, 60, 84, 85, 90, 94, 95, 99, 124, 125, 130, 134, 135, 139, 164, 165, 170, 174, 175, 179, 180, 204, 205, 208, 209, 210, 214, 215, 219, 220, 230, 244, 245, 249, 250, 254, 255, 260, 284, 285, 289, 290, 294, 295, 299, 300, 314 <u>Whole Group Teacher's Guide</u> Pg(s): 9, 29, 74, 86, 90, 113, 127, 157, 214, 215, 22, 223, 224, 226, 231, 304, 311, 350, 354, 356, 370, 376, 377, 405, 412, 413, 417, 424, 425, 478, 479, 481, 491, 523		
b.	Identify different genres: nursery rhymes, fairy tales, poems, realistic fiction, fantasy, fables.	<u>Small Group Teacher's Guide</u> Pg(s): 14, 19, 20, 24, 49, 74, 75, 139, 140, 149, 164, 169, 170, 184, 185, 194, 199, 224, 234, 235, 249, 250, 253, 254, 255, 264, 265, 289, 304, 305 <u>Whole Group Teacher's Guide</u> Pg(s): 20, 48, 49, 82, 86, 90, 114, 148, 156, 214, 215, 218, 224, 247, 280, 289, 312, 313, 316, 346, 378, 412, 444, 445, 478, 479, 481, 482, 491, 510	<u>Theme Progress Tests and Test Practice</u> Pg(s): 7, 22, 75, 165	
c.	Identify information from pictures, captions, and diagrams.	<u>Small Group Teacher's Guide</u> Pg(s): 2, 7, 12, 22, 24, 27, 32, 37, 42, 43, 44, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 105, 107, 110, 112, 115, 117, 118, 120, 122, 127, 128, 130, 132, 137, 138, 142, 145, 147, 150, 152, 157, 160, 162, 167, 172, 177, 182, 185, 187, 190, 192, 193, 195, 197, 199, 200, 202, 207, 212, 217, 222, 224, 225, 227, 230, 232, 235, 237, 242, 247, 252, 257, 262, 263, 265, 267, 270, 272, 275, 277, 280, 282, 287, 292, 297, 302,	<u>Whole Class Chart Volume 1</u> Pg(s): 1, 3, 8, 10, 12, 16, 17, 19, 21, 26, 30, 35, 37, 38, 39, 44, 46, 48, 53, 55, 57, 62, 64, 66, 71 <u>Whole Class Chart Volume 2</u> Pg(s): 75, 80, 82, 84, 89, 91, 93, 98, 100, 102, 107, 109, 111, 116, 118, 120, 125, 127, 129, 134, 136, 138, 143	

		307, 312, 317, 320 Whole Group Teacher's Guide Pg(s): 9, 14, 18, 24, 25, 27, 40, 41, 46, 52, 56, 59, 74, 75, 84, 93, 106, 107, 116, 125, 140, 141, 146, 147, 150, 159, 172, 173, 178, 179, 182, 188, 190, 191, 206, 207, 213, 216, 222, 225, 227, 238, 239, 244, 245, 247, 248, 249, 251, 254, 255, 256, 257, 260, 261, 262, 263, 272, 273, 278, 279, 282, 288, 291, 292, 293, 304, 305, 310, 314, 316, 320, 321, 323, 338, 339, 348, 357, 370, 371, 376, 380, 386, 389, 404, 405, 410, 414, 416, 417, 420, 423, 436, 437, 442, 446, 452, 454, 455, 470, 471, 476, 478, 480, 486, 489, 502, 503, 508, 512, 513, 515, 518, 519, 520, 521, 524, 526		
d.	Identify multiple facts in grade level informational text.	Small Group Teacher's Guide Pg(s): 88, 148, 149, 184, 265, 273 Whole Group Teacher's Guide Pg(s): 48, 49, 190, 273, 449, 454, 510		
e.	Locate facts from informational texts (e.g., picture books, grade level informational books).	Small Group Teacher's Guide Pg(s): 74, 148, 149, 150, 154, 155, 170, 184, 200, 240, 275, 280, 308, 310, 315, 318 Whole Group Teacher's Guide Pg(s): 52, 124, 190, 246, 322, 449, 457, 510, 511		
STANDARD VIII: Students write daily to communicate effectively for a variety of purposes and audiences.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VIII: <u>95</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 8.1: Prepare to write by gathering and organizing information and ideas (pre-writing).				
a.	Generate ideas for writing by reading, discussing literature and informational text, drawing, looking at books, being	Small Group Teacher's Guide Pg(s): 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 71, 75, 80, 85, 90,	Writing Resource Guide Pg(s): 49, 51, 53, 55, 57, 60 Writing Bridge	

	read to, and reflecting on personal experiences.	95, 100, 105, 115, 120, 125, 130, 140, 145, 150, 155, 160, 165, 170, 175, 180, 185, 190, 195, 200, 205, 210, 215, 220, 225, 230, 235, 240, 245, 250, 255, 260, 265, 270, 275, 280, 285, 290, 295, 300, 305, 310, 315, 320 <u>Whole Group Teacher's Guide</u> Pg(s): 15, 17, 19, 21, 25, 27, 29, 31, 33, 51, 53, 61, 63, 75, 85, 87, 95, 97, 107, 113, 115, 117, 119, 123, 125, 127, 151, 153, 157, 161, 163, 173, 179, 181, 183, 185, 193, 195, 217, 219, 227, 229, 249, 251, 259, 261, 283, 285, 293, 295, 315, 317, 325, 327, 349, 351, 359, 361, 381, 383, 391, 393, 405, 411, 413, 415, 417, 421, 423, 425, 427, 447, 449, 457, 459, 481, 483, 491, 493, 513, 515, 523, 525	Pg(s): 5, 7, 25 <u>Writer's Handbook</u> Pg(s): 23 <u>Theme Progress Tests and Test Practice</u> Pg(s): 31, 123	
b.	Select topics from generated ideas.	<u>Whole Group Teacher's Guide</u> Pg(s): 29, 81, 85, 107, 113, 123, 125, 127, 161, 163, 183, 249, 391, 405, 411, 421	<u>Writing Bridge</u> Pg(s): 5, 7, 25 <u>Writer's Handbook</u> Pg(s): 23	
c.	Identify audience for writing.	<u>Whole Group Teacher's Guide</u> Pg(s): 107, 113, 123, 125, 405, 411, 421	<u>Writing Resource Guide</u> Pg(s): 59, 60	
Objective 8.2: Compose a written draft.				
a.	Draft ideas on paper in an organized manner (e.g., beginning, middle, end) utilizing words and sentences.	<u>Small Group Teacher's Guide</u> Pg(s): 15, 17, 19, 21, 25, 27, 29, 31, 33, 49, 51, 53, 61, 63, 85, 87, 97, 117, 119, 129, 141, 147, 149, 153, 157, 159, 163, 173, 179, 185, 189, 191, 193, 195, 197, 206, 219, 227, 229, 251, 261, 285, 295, 317, 327, 351, 383, 393, <u>Whole Group Teacher's Guide</u> Pg(s): 15, 17, 19, 21, 25, 27, 29, 31, 33, 49, 51, 53, 61, 63, 85, 87, 97, 117, 119, 129, 141, 147, 149, 153, 157, 159, 163, 173, 179, 185, 189, 191, 193, 195, 197, 206, 219, 227, 229, 251, 261, 285, 295, 317, 327, 351, 383, 393, 417, 445, 447, 449,	<u>Writing Resource Guide</u> Pg(s): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 50, 64 <u>Writing Bridge</u> Pg(s): 9 <u>Writer's Handbook</u> Pg(s): 23 <u>Theme Progress Tests and Test Practice</u> Pg(s): 25, 41, 105, 106	

		457, 459, 483, 493, 515, 525		
b.	Select appropriate words to convey meaning.	<u>Whole Group Teacher's Guide</u> Pg(s): 41, 47, 57, 59, 63, 87, 97, 119, 129, 141, 147, 157, 159, 229, 251, 261, 285, 295, 317, 449, 525	<u>Writing Resource Guide</u> Pg(s): 56, 57 <u>Writing Bridge</u> Pg(s): 19 <u>Writer's Handbook</u> Pg(s): 21	
Objective 8.3: Revise by elaborating and clarifying a written draft.				
a.	Revise draft to add details.	<u>Whole Group Teacher's Guide</u> Pg(s): 15, 17, 21, 25, 27, 29, 33, 53, 63, 75, 81, 83, 87, 91, 93, 97, 129, 153, 163, 183, 185, 195, 197, 239, 245, 249, 251, 255, 257, 261, 263, 285, 295, 317, 321, 323, 325, 351, 361, 383, 393, 417, 427, 449, 457, 459, 483, 493, 515, 523, 525, 527	<u>Writing Resource Guide</u> Pg(s): 52, 57, 60, 62 <u>Writing Bridge</u> Pg(s): 15 <u>Writer's Handbook</u> Pg(s): 23 <u>Theme Progress Tests and Test Practice</u> Pg(s): 67	
b.	Revise draft using descriptive words.	<u>Whole Group Teacher's Guide</u> Pg(s): 17, 21, 29, 31, 41, 47, 53, 57, 59, 63, 65, 81, 87, 91, 93, 97, 168, 180, 185, 219, 225, 227, 229, 239, 245, 251, 255, 257, 261, 263, 285, 295, 305, 311, 317, 321, 323, 325, 327, 329, 351, 361, 383, 393, 415, 417, 423, 427, 447, 449, 455, 459, 493, 515, 525	<u>Writing Resource Guide</u> Pg(s): 28, 29, 63 <u>Writing Bridge</u> Pg(s): 15 <u>Writer's Handbook</u> Pg(s): 18 <u>Theme Progress Tests and Test Practice</u> Pg(s): 96, 122, 123, 132, 134, 141	
c.	Write in complete sentences.	<u>Whole Group Teacher's Guide</u> Pg(s): 17, 31, 40, 51, 80, 91, 93, 97, 112, 117, 153, 163, 189, 195, 212, 239, 245, 251, 255, 257, 261, 263, 295, 317, 323, 325, 338, 344, 345, 349, 354, 355, 357, 363, 383, 393, 417, 427, 449, 459, 483, 489, 493, 515, 525	<u>Writing Resource Guide</u> Pg(s): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 32, 50, 56, 60 <u>Writing Bridge</u> Pg(s): 21 <u>Writer's Handbook</u> Pg(s): 4, 5, 6, 23 <u>Theme Progress Tests and Test Practice</u> Pg(s): 4, 13, 24, 32, 33, 34, 40, 143, 149, 151	
Objective 8.4: Edit written draft for conventions.				
a.	Edit writing for capitals in names, first word of a sentence, and the pronoun "I" and correct ending punctuation (i.e., periods, question marks).	<u>Whole Group Teacher's Guide</u> Pg(s): 15, 21, 25, 27, 33, 41, 47, 57, 59, 63, 65, 85, 129, 151, 273, 279, 281, 289, 291, 437, 443, 453, 455,	<u>Writing Resource Guide</u> Pg(s): 4, 5, 6, 7, 8, 9, 10, 22, 23, 24, 30, 31, 32, 65 <u>Writing Bridge</u>	

		459, 461, 493, 503, 509, 511, 519, 521, 525, 527	Pg(s): 17, 27, 31 <u>Writer's Handbook</u> Pg(s): 8, 12, 17, 24 <u>Theme Progress Tests and Test Practice</u> Pg(s): 13, 26, 39, 58, 87, 131, 150	
b.	Edit for spelling of grade level-appropriate words (e.g., would, down, made, write).	<u>Whole Group Teacher's Guide</u> Pg(s): 21, 25, 27, 31, 33, 49, 63, 129, 195, 273, 279, 281, 289, 291, 443, 455, 459, 461, 503, 509, 511, 519, 521, 525, 527	<u>Writing Resource Guide</u> Pg(s): 65 <u>Writing Bridge</u> Pg(s): 17, 27, 31 <u>Writer's Handbook</u> Pg(s): 22, 24	
c.	Edit for standard grammar (i.e., complete sentences).	<u>Whole Group Teacher's Guide</u> Pg(s): 21, 27, 41, 47, 57, 59, 63, 65, 129, 183, 191, 273, 279, 281, 289, 291, 455, 450, 461, 503, 511, 519, 521, 525, 527	<u>Writing Bridge</u> Pg(s): 17, 27, 31	
d.	Edit for appropriate formatting features (i.e., spacing, margins, titles).	<u>Whole Group Teacher's Guide</u> Pg(s): 19, 21, 63, 273, 279, 281, 289, 291, 437, 443, 445, 453, 455, 459, 461, 471, 477, 479, 487, 489, 493, 503, 511, 519, 521, 525, 527	<u>Writing Resource Guide</u> Pg(s): 65 <u>Writing Bridge</u> Pg(s): 17, 27, 31	
Objective 8.5: Use fluent and legible handwriting to communicate.				
a.	Print all upper- and lower-case letters of the alphabet and numerals 0-9 using proper form, proportions, and spacing.	<u>Whole Group Teacher's Guide</u> Pg(s): 41, 47, 57, 59, 63, 65, 437, 453, 471, 477	<u>Writing Resource Guide</u> Pg(s): 1	
b.	Write with increasing fluency in forming manuscript letters and numerals.	<u>Whole Group Teacher's Guide</u> Pg(s): 453, 471, 477		
c.	Produce legible documents with manuscript handwriting.	<u>Whole Group Teacher's Guide</u> Pg(s): 453, 471, 477, 479, 489, 493, 525	<u>Theme Progress Tests and Test Practice</u> Pg(s): 140	
Objective 8.6: Write in different forms and genres.				
a.	Produce personal writing (e.g., journals, lists, friendly notes and letters, personal experiences, family stories, literature responses).	<u>Small Group Teacher's Guide</u> Pg(s): 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 71, 75, 80, 85, 90, 100, 105, 115, 120, 125, 130, 140, 145, 150, 155, 160, 165, 170, 175, 180, 185, 190, 195, 200, 205, 210, 215, 220, 225, 230, 235, 240, 245, 250, 255, 260, 265, 270, 275, 280, 285, 290, 295, 300, 305, 310, 315, 320	<u>Writing Resource Guide</u> Pg(s): 43, 59 <u>Skills Masters</u> Pg(s): 161 <u>Writing Bridge</u> Pg(s): 6, 10, 20, 22, 30 <u>Theme Progress Tests and Test Practice</u> Pg(s): 24, 43, 94, 105, 156	

		<u>Whole Group Teacher's Guide</u> Pg(s): 16, 18, 24, 26, 30, 33, 46, 48, 50, 56, 58, 62, 65, 80, 82, 84, 90, 92, 96, 99, 112, 114, 116, 122, 124, 128, 131, 146, 148, 150, 156, 158, 162, 178, 180, 182, 188, 190, 194, 212, 214, 216, 222, 224, 228, 231, 244, 246, 248, 254, 256, 260, 278, 280, 282, 288, 290, 294, 310, 312, 314, 320, 322, 326, 344, 346, 347, 348, 354, 356, 360, 363, 376, 378, 380, 386, 388, 392, 395, 410, 412, 414, 420, 422, 426, 429, 442, 446, 452, 454, 458, 460, 461, 471, 476, 478, 480, 486, 488, 492, 495, 508, 510, 512, 518, 520, 524, 527		
b.	Produce traditional and imaginative stories, narrative and formula poetry as a shared writing activity.	<u>Small Group Teacher's Guide</u> Pg(s): 145 <u>Whole Group Teacher's Guide</u> Pg(s): 83, 85, 95, 97, 149, 217, 219, 229, 447	<u>Writing Resource Guide</u> Pg(s): 35, 36, 37, 39, 42, 47 <u>Writing Bridge</u> Pg(s): 6, 10, 14, 30 <u>Theme Progress Tests and Test Practice</u> Pg(s): 24, 43, 60, 141	
c.	Produce functional text (e.g., ABC books, lists, labels, signs, how-to books, observations).	<u>Small Group Teacher's Guide</u> Pg(s): 95, 110, 120, 125, 190, 195, 200, 215, 220, 270, 310 <u>Whole Group Teacher's Guide</u> Pg(s): 25, 53, 94, 115, 117, 223, 226, 255, 262, 328, 487	<u>Writing Resource Guide</u> Pg(s): 44 <u>Writing Bridge</u> Pg(s): 24 <u>Theme Progress Tests and Test Practice</u> Pg(s): 112	
d.	Share writing with others using illustrations to add meaning to published works.	<u>Whole Group Teacher's Guide</u> Pg(s): 33, 65, 129, 165, 377, 387, 389, 447, 477, 479, 487, 489, 493	<u>Writing Bridge</u> Pg(s): 29	
e.	Publish group and individual products.	<u>Whole Group Teacher's Guide</u> Pg(s): 371, 377, 379, 387, 389, 395	<u>Writing Bridge</u> Pg(s): 23, 113	